



Australian Government

Department of Education, Employment and Workplace Relations

SFICOMP203B Promote sustainable use of local marine and freshwater environments

Release: 1

SFICOMP203B Promote sustainable use of local marine and freshwater environments

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves taking advantage of opportunities to promote the sustainable use of local marine and freshwater environments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
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Application of the Unit

Application of the unit	Promotion may include informal conversations with individuals, formal talks to school children or community groups, answering questions about compliance matters and setting up displays at community events or in locations frequented by users of the local marine and freshwater environments. The fisheries compliance support officer will use their knowledge of the local ecology, the cultural significance of sustainable fishing activities and legislation relevant to sustainability in the local area in their work. The officer will use his or her interpersonal and presentation skills to engage the public. Individuals are not required to confront non-compliance suspects.
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a presentation or display	1.1. Opportunities to present information that meet work plan objectives are identified and support is gained from the supervisor. 1.2. Main purpose of presentation or display is identified. 1.3. The type of presentation or display selected is appropriate for the audience and opportunity. 1.4. Resources that will enhance the presentation or display are located and arrangements are made for their use. 1.5. An appropriate medium for the presentation or display is selected and organised. 1.6. The presentation or display is designed and/or constructed according to required procedures. 1.7. Information collected and prepared for presentation or display purposes is consistent with legislative requirements and cultural significance. 1.8. Planned presentation or display is approved by the supervisor or team leader.
2. Present or display information	2.1. Information is presented or displayed using methods of communication appropriate for the audience and message. 2.2. Communication is clear, concise and adjusted to meet the needs of the audience. 2.3. An interpreter and/or assistive technology is used where language is a barrier for the audience. 2.4. Questions from the audience or public are responded to appropriately and accurately. 2.5. Presentation materials or displays are amended and updated as required and removed when no longer current. 2.6. Outcomes are reported to the supervisor as required.
3. Follow up the presentation	3.1. Feedback on the presentation is sought from the audience and used to review the presentation outcomes. 3.2. Recommendations are made to improve the presentation, based on the feedback received. 3.3. Resources are returned to original location or placed in storage.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- applying occupational health and safety (OHS) principles in public presentation and display activities
- collecting, analysing and organising information
- selecting and using a range of display techniques
- selecting and using appropriate communication methods with different audiences
- selecting and using appropriate presentation methods to convey information for different purposes
- selecting and using standard display equipment and resources effectively and within OHS guidelines
- structuring information in a logical sequence for presentation
- working within established timeframes to achieve specified objectives.

Literacy skills used for:

- preparing information for presentations or displays
- identifying and accessing information.

Numeracy skills used for:

- counting and estimating numbers of people and quantities of resources.

Required knowledge

- legislation and policies relevant to sustainable use of marine and freshwater environments, including:
 - commonwealth, state or territory and local government
 - agency policies and procedures
 - community standards and regulations
 - Indigenous land rights
 - codes of practice
- sustainable use of local marine and freshwater environments
- significance of sacred and other cultural sites
- significance of cultural activities, including Indigenous fishing or use of other marine resources, time management and planning techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment evidence required to demonstrate competence in this unit

Assessment must confirm the ability to:

- promote the sustainable use of local marine and freshwater environments to a variety of audiences
- analyse and interpret information
- communicate information and ideas to people
- plan for a presentation or display
- solve problems and answer questions.

Assessment must confirm knowledge of:

- legislation and policies relevant to sustainable use of marine and freshwater environments
- cultural significance of local marine and freshwater environments
- significance of cultural activities, including Indigenous fishing or use of other marine resources.

Context of and specific resources for assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Resources may include:

- relevant policies and procedures manuals
- venue
- overhead projector
- computer
- other display equipment and resources.

Method of assessment

The following assessment methods are suggested:

- observation of practical demonstration
- simulation or role-play
- examples of display work (e.g. photographs of displays) and information resources developed (e.g. flyers, handouts, leaflets and booklets)
- other relevant productions, such as newsletters, posters, plans, models and computer-produced presentations.

EVIDENCE GUIDE**Guidance information for assessment**

This unit may be assessed holistically with other units within a qualification.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Opportunities to present information may include:

- community events, such as festivals and competitions
- group presentations
- help desks
- industry forums, open days and reference groups
- information booths
- interviews or articles for local media
- school visits
- staff professional development activities
- story telling.

Work plan objectives may include:

- assisting fishers and tourists to comply with legislation
- educating local community, visitors and fishers on:
 - sustainable use of local marine and freshwater environments
 - changes to legislative requirements
- encouraging best-practice measures to mitigate the effects of fishing on the aquatic environment
- increasing awareness of the impact of human activity on the local marine and freshwater ecology
- providing educational resources to schools and educational institutions
- the cultural significance of the local marine and

RANGE STATEMENT	
	freshwater environments.

RANGE STATEMENT	
<i>Type of presentation or display</i> may include:	• audio or visual • formal or informal • static or interactive • verbal or non-verbal • written or electronic.
<i>Resources</i> may include:	• audio and video tapes • banners and posters • leaflets or handouts • multimedia presentations • PowerPoint presentations or overheads • props, signage and stands • story telling.
<i>Selecting an appropriate medium</i> may include:	• booking a venue • making or ordering posters • organising boats or vehicles • printing or preparing leaflets or handouts • using tents or booths.
<i>Required procedures</i> may include:	• access and equity • OHS • quality assurance procedures for the use of departmental logos and publicity materials • workplace policies and codes of practice.
<i>Legislative requirements</i> may include:	• those associated with the management of coastal and estuarine environments: • Commonwealth Acts • state or territory Acts and regulations • local council regulations and by-laws.

Unit Sector(s)

Unit sector	Fisheries compliance
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Co-requisite units

Co-requisite units	
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Co-requisite units		

Competency field

Competency field	
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